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ABSTRACT

This booklet describes the activities and results of five Elementary and Secondary Education Act Title III reading projects which were judged to be successful in improving pupils' reading ability. The programs served pupils in grades 1 through 12 and were instituted in districts in which pupils performed below expectancy in reading ability. For each of the five programs, the booklet describes background and goals, processes and techniques, methods and materials, and results. Other sections summarize trends in strategies, materials, parent and pupil involvement, and staff and teacher involvement in the five programs, and list conclusions found to be generally valid in successful innovative programs throughout the United States. (GW)

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An Analysis of Success Factors in Title III Reading Projects; Five Successes: Instructional Implications.

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I. Successful Practices

This section outlines the practices of successful Title III reading programs.

Strategies

Effective learning experiences evolve from well planned, purposeful lessons and follow-up.

Teachers used diagnostic instruments—tests, profiles, observations—to analyze and describe pupil strengths and needs. Diagnostic tools were most effective when they could be administered quickly and efficiently and could provide immediate feedback.

Decoding skills were taught in short, intense lessons that emphasized the systematic and sequential development of skills. These lessons were selected on the basis of pupils' needs. Teachers followed diagnostic exercises with immediate reinforcement devices, such as progress charts, correction sheets, criterion-referenced exercises, and profiles of progress.

Supportive administrative arrangements were made. The successful programs had reduced pupil-teacher ratios and utilized flexible scheduling and attendance plans, teacher aides, independent study and learning centers, and volunteer and peer teaching.

Teachers purposefully directed the lesson content. To strengthen their own abilities, the teachers carefully studied the scope and sequence of communications skills before starting instruction.

Materials

Materials—both commercial and teacher-made—promote the teacher's learning plan.

In the successful programs, both commercial and teacher-prepared instructional materials were used widely. Both types of materials were made available to teachers.

Diagnostic/prescriptive materials on both concrete and abstract subjects were used for teaching skills, for follow-up work to strengthen the development of skills, and for home study.

Materials were developmental and sequential. Care was taken that pupils experience initial success as an incentive for future learning.

Teachers generally developed their own diagnostic instruments. These provided them with immediate feedback for use in planning subsequent lessons and in choosing teaching materials.

Involvement of Parents and Pupils

Programs are improved by the participation of parents and pupils in planning.

Teachers, pupils, and parents shared the several important tasks in assessing pupils' achievement levels: determining areas of need, identifying adequacies and inadequacies, and setting priorities for meeting the pupils' needs.

Pupils and teachers met together in the learning center and planned lessons and activities, including enrichment activities, and they varied the room arrangements to accommodate the activities. Pupils taught one another in the learning center.

Parents attended many of the teachers' inservice training meetings. In that way, the parents grew more knowledgeable about communication skills and the school's entire language arts program. Parents were shown how to teach their children, how to assess progress, and how to use home-study guides sent by the school.

Involvement of Staff and Teachers

Involving others in program management and presentation led to better pupil achievement.

The effective sharing of information kept teachers and other staff members up-to-date about program direction, progress, and problems. This communication activity was considered a basic factor in the coordination and cooperation found in successful programs.

The services of consultants, resource persons, and other experts were made readily available to teachers who needed them.

Nonteaching staff and teacher aides were given preservice orientation on the language arts program and thereafter attended teachers' inservice training meetings. This ensured better teamwork.

Since teacher development was a continuing concern, the teachers were given help in developing competence in the following areas:

1. Skills in uncovering pupil difficulties and in preparing short, intensive remedial lessons
2. Skills needed to plan cooperatively with pupils, volunteers, teacher aides, and parents
3. Techniques of giving reinforcement, rewards for positive behavior, and immediate feedback to pupils
4. Classroom management skills: management of time, space, material, and personal resources

Reading programs are improved when pupils and parents participate in the planning.

In the successful reading projects, all of those concerned with the program were involved in the planning.

A Summary of Findings

An analysis of successful Title III programs uncovered four general findings about the sources of their success.

1. A pupil's initial success in learning decoding skills helped him or her learn the other communication skills.

2. After learning decoding skills, pupils who were involved in classroom planning and evaluation tended to be able to make fair assessments of their own progress and needs.

3. The teacher's role shifted significantly away from information giving and "covering" a prescribed subject matter. Teachers became team leaders in the cooperative teaching-learning process and managers of the teaching-learning environment. With others, they planned specific learning activities, set up learning centers, and arranged flexible grouping for pupils; and they taught as a member of a team with other teachers, parents, aides, and pupils.

4. As a result of the team teaching, the teachers learned to share their resources, skills, and concerns with fellow staff members and parents.

In summary, the practices found to be common among the successful programs were the following:

- Thorough planning, involving all those concerned with the entire program
- Continuing staff development through preservice and inservice training programs
- Parent involvement in the various aspects of skills development: determining needs, teaching, following up, assessing, doing remedial work
- Pupil involvement in planning
- Greater emphasis on procedures and processes than on products and materials

II. Program Profiles

1. Project Me–"Meaningful Education"

Santa Ana Unified School District

Santa Ana elementary pupils were scoring below both state and national averages in reading ability. At the same time, faculties and parents gave a high priority to reading improvement. Of 72 elementary teachers, 67 ranked reading as the subject most needing improvement. Eighty-one percent of the parents surveyed said reading was one of the three subjects they most wanted emphasized.

The project was designed to raise pupil reading levels by ten months during only seven months of instruction. Another project goal was to produce achievement scores two months higher than expectancy, as predicted by the *California Test of Mental Maturity*. Through the project the school district also sought to sharpen teachers' awareness of different pupil learning styles.

The district believed that reading improvement was more likely to occur with improved teaching than with elaborate materials, numerous support programs, or extensive reorganization.

The Program

The emphasis in Project Me was on the improvement of teaching quality among a group of teachers considered most facile in adapting materials and techniques to their pupils' benefit.

Through the project the district sponsored training to help teachers better understand pupils' different learning styles, to improve their skills in diagnosing and determining pupils' needs, and to develop methods and materials for individualizing instruction. The project induced cooperative planning among teachers and pupils as they set goals and developed methods for achieving the goals. Parents sat in on inservice training sessions to observe different learning styles and to see how classroom reading centers were used.

As with each of the five Title III programs, Project Me operated for three years. During 1971 to 1974, it served 1,364 pupils in grades two through eight at ten schools.

Processes and Techniques

Considerable use was made of the knowledge of community persons. Members of the Santa Ana Educational Advisory Committee helped assess needs, consider priorities, and propose recommendations for the project. This committee was composed of parents, teachers, principals, district office staff, and educators of the Orange County Supplementary Educational Center, an office assisting districts with program development.

Many others became involved as the project moved into the final planning stage. These

included parents of representative ethnic groups at participating schools, PTA representatives, and members of school faculties and district office staff.

Once the project was underway, the project director and two consultants readily extended their help to teachers. Teachers, consultants, and the director met as a group monthly, and the teachers also met privately with project leaders once a month for two hours.

Methods and Materials

To begin diagnosis, faculties composed questionnaires for parents and teachers to determine needs and priorities. Within the classroom, individual pupil strengths and weaknesses were measured through the use of teacher observations, the *Learning Methods Test*, *Cooperative Primary Tests*, *Stanford Diagnostic Reading Test*, *California Test of Mental Maturity*, and the *Comprehensive Tests of Basic Skills*. Pupils took an active part in the diagnosis, too, by evaluating their own oral reading fluency by listening to tape recordings of themselves. Locally made profile folders were used to keep track of the pupils' progress.

Change in teacher behavior and attitudes was measured by pre- and post-test results of the *Myers-Briggs Type Indicator*, *Minnesota Teacher Attitude Inventory*, a locally developed test of behavioral objectives, and ratings of teacher change or consistency in classroom behavior.

A learning center program approach was used during the reading periods. Each classroom had these centers:

1. Skill center (where the teacher was located)
2. Contract reading center
3. Developmental skills center
4. Reading-listening center
5. Reading-viewing center
6. Reading games center
7. Reference and study skills center

The system worked this way: After the teacher introduced the learning center idea, the teacher and class together planned the physical arrangement of the centers in the room. Then for diagnosis the teacher administered the *Learning Methods Test* and *Diagnostic Reading Tests* to all pupils.

The teacher reviewed the results of the two tests with each pupil. Together, the teacher and pupil developed a unique plan of study based on the child's needs and his or her preferred learning style.

During reading periods, a small group of children met with the teacher at the skill center for individual or small-group instruction on one skill. After that, a pupil went to the contract reading center and chose a "contract" from a file located there. The contract prescribed the specific reading of books or stories at that center to reinforce the skill being learned on that day. On other days, a pupil might go directly to one of the five interest centers (items 3 through 7 cited earlier) for reinforcement either with material available at the centers or with an exercise designed by the pupil. The materials available at the five interest centers were: (1) developmental skills center—local and commercial worksheets for reinforcing specific skills; (2) reading-listening center—local and commercial tape recordings for help with phonetic skills and vocabulary; (3) reading-viewing center—filmstrips for story-reading and information-gathering; (4) reading games center—local and commercial reading games; and (5) reference and study skills center—atlas, almanacs, dictionaries, and other reference materials. Materials were rotated and revised often to maintain variety.

Reading was one of three subjects parents most wanted emphasized.

Results

The project was successful in helping both the pupils' reading skills and the teachers' instruction. At the end of the first year, 285 project pupils and 238 nonproject comparison pupils took the *California Achievement Tests*. Those taking part in the project progressed much faster than the nonproject pupils, as shown in the accompanying table.

During the next two years, pupils participating in the project continued to show good progress. They also developed other important skills. Pupils learned to chart their own progress and develop their own plan of studies on the basis of their needs. The children also learned to work alone at the learning centers and, on other occasions, as both teacher aide and learner with classmates.

Type of gain	Percent of pupils showing gain, by type of pupil	
	Project	Nonproject
Loss or no gain	2	18
1 to 3 months	4	17
4 to 6 months	9	27
7 to 9 months	21	16
10 to 12 months	21	10
13 to 15 months	15	6
16 to 18 months	6	4
19 to 21 months	10	2
More than 21 months	12	0
Mean gain in months	12.71	5.37
Median gain in months	11.47	5.21

Teachers reaped benefits, too. A sampling of ten project teachers showed improved scores in all four areas of the *Myers-Briggs Type Indicator* (extroversion or introversion, sensing or intuition, thinking or feeling, judgment or perception).

Teachers also acquired skills in becoming team leaders and managers of learning situations, as opposed to giving information and "covering" prescribed material. Teachers learned to choose the correct materials after pupil diagnosis, to set up week-long schedules for classroom reading, to plan goals jointly with the pupils, and to pass on their new knowledge to other teachers.

The teachers also learned to recognize the pupils' different learning styles and potentials and to plan and create their own reading materials for specific tasks.

In their relations with parents, teachers found better ways of explaining pupils' progress than the methods they had used earlier; the teachers showed parents the specific ways the children's reading was being improved, and they demonstrated exactly how they go about teaching reading.

The children learned to chart their own progress, to develop their own plan of studies, and to work alone at the learning centers.

2. Communication Arts for Selected Students

Garden Grove Unified School District

A 1969 survey revealed that large numbers of Garden Grove students were performing far below expectancy in their reading abilities. Of the district's 8,042 intermediate students, 16 percent were three or more grade levels below expected levels of performance, and 22 percent of the district's 13,933 high school students were four or more grade levels below expectancy.

Both the community and the school district staff were concerned with the results of the survey. A community survey by Opinion Research of California found that 97 percent of the local residents thought reading should be given high importance in the schools. To lesser degrees, they also wanted emphasis on spelling (80 percent), English grammar (70 percent), and phonics (68 percent). High school principals listed reading as their number one priority.

The Program

The district launched the Communication Arts for Selected Students (CASS) program to help students meet the eighth grade reading proficiency standard called for in the state Education Code. It also sought to give local high school pupils their last chance to achieve literacy before entering the adult world.

Garden Grove received a Title III grant to serve 1,426 students in grades seven through twelve at four schools, with the project operating from 1971 to 1974. Many of the students were three or more grade levels below placement. Several of the district's schools had devised reading programs at an earlier time, but they were hampered by limited resources, lack of properly trained teachers, and large class sizes.

The CASS program was designed to help 90 percent of the Garden Grove students simply improve their reading, with an additional goal of helping 80 percent improve their reading by two academic years. Another program goal was to increase the reading interest of 80 percent of the students, as evidenced by their reading of at least three books during a year. The program also had a goal to improve students' self-concepts and teachers' reading instruction abilities.

Processes and Techniques

The program was designed to encompass all of the language arts, rather than just reading. It placed emphasis on teacher training, better student motivation, and materials closely matched to students' interests.

The program's priorities were chosen after consideration of national reading trends, reading research, and the suggestions of parents and staff members. Teachers met in preservice and inservice training sessions to monitor the teaching materials being used and to discuss common problems.

When instruction began, it was based on carefully chosen specific objectives. Diagnosis, reinforcement, and practice were used at each learning step. Parents and pupils were regularly informed of progress being made by both pupils and the program itself.

Methods and Materials

For diagnosis, the program participants used the *Comprehensive Tests of Basic Skills, Wide Range Achievement Test, Nelson Reading Test, Lorge-Thorndike Intelligence Test,* and the *Metfessel Self-Concept Test.* These were used for both pre- and post-instruction testing.

Locally developed skill check sheets were used for immediate recording of testing results and to keep records of books being read by students. Pupils, teachers, and parents filled out questionnaires to help obtain subjective views of the program's progress.

During instruction, the Open Court Remedial Reading Program, "Breaking the Code," was presented in a series of 28 lessons. During the 75 to 90 hours it took for the lessons, the students heard, saw, and learned to write 43 basic English sounds presented to them in a logical order. The students were also instructed in the techniques of clear writing, the rules for spelling, and the elements of grammar.

In a typical week, a student received lessons in the basic English sounds (seeing, hearing, saying, and writing them); in writing sounds, words, sentences, and stories; silent reading; oral reading; and diary writing. They took part in language games, and they were given individual work time and free time. Newspapers, magazines, paperback books, and material chosen by students were brought into the classroom for the lessons.

Teachers sought to give students immediate feedback for their accomplishments and positive behaviors through spoken comments and such concrete rewards as scrip. The letter grades given were limited to A, B, and no mark.

Teachers also called parents and wrote them letters to comment on students' accomplishments.

Results

Student achievement went up sharply. In a year's time, those in the program learned at an average rate of 2.7 months of gain for each month of instruction. Some 70 percent reached expectancy level, as measured by the *Lorge-Thorndike Intelligence Test*. Teacher observations and results of the *Wide Range Achievement Test* indicated some improvement occurred in the grammar and writing abilities of the students.

The results either met or came within a single percentage point of satisfying the specific objectives cited earlier in this report. In addition, students' habits and viewpoints were improved. The average student in the program read almost two books a year. The testing indicated the students had improved their self-concepts and gained confidence in their reading abilities.

Those involved in the CASS program believed the teachers had made considerable gains in their abilities. Training sessions elevated teachers' skills in assessing students' strengths, weaknesses, and personal interests and in presenting specific lessons and reinforcement activities to improve weak areas.

Teachers became adept at teaching from specific objectives and at admitting into the classroom outside reading materials of interest to students.

The students in the Garden Grove project improved their self-concepts and gained confidence in their reading abilities.

3. Project STAR–Survey, Test, Analyze, Record

Los Angeles Unified School District

State reading tests in 1967 showed that pupils in the Los Angeles Unified School District continued to score well below the national average in reading, especially pupils in disadvantaged areas. Only slight gains were made from 1967 to 1969.

A local analysis concluded that pupils were weak in comprehensio phonetic analysis, and structural analysis. Since most of these children did not have the ability to unlock words, it was recognized that decoding skills needed to be emphasized in any effort designed to improve the reading skills of the Los Angeles pupils.

Los Angeles educators felt that a great hindrance to reading was the inability of teachers to uncover children's reading weaknesses before they became serious problems. They felt a diagnostic/prescriptive method clearly was needed, and it was toward this end that Project Survey, Te nalyze, Record (STAR) was directed.

The Program

Project STAR was operative from 1970 to 1973 under an ESEA Title III grant. It operated in 26 schools located in five areas of Los Angeles, serving 13,322 pupils in grades one through six. These five areas provided a diverse pupil sample, including children of Mexican-American, Black, and Anglo families.

The project's main goal was to show that an emphasis on decoding skills (such as knowing letter names, phonics, and structural analysis), combined with a diagnostic/prescriptive method of teaching, would produce better readers.

It also had the subsidiary goal of developing four different levels of teacher analysis of pupil weaknesses so that such weak areas could be quickly pinpointed. In Project STAR inservice training sessions were held to help teachers design materials to record pupil progress, to develop decoding materials for specific lessons, and to improve all areas of reading teaching.

Processes and Techniques

One of the project goals was to design instructional techniques to be used with any basic reading program or basic textbook series. Thus, as diagnostic methods, tests, and teaching materials were selected, care was taken that those chosen could be used flexibly. All materials were locally made.

As a first step in establishing Project STAR, a committee with broad representation among racial, religious, and professional groups defined the needs the project was to meet. The committee later helped design the project and evaluate it. Parents helped make instructional material for the project.

Many professional staff members took part in designing the program, both at project schools and in other locations in the school district. A number of them monitored the project's operation and helped in its evaluation. A teacher-leader was assigned to each project school. Monthly inservice training programs were held.

Methods and Materials

For diagnosis, lowest achieving pupils were given a local STAR diagnostic assessment. Others took standardized tests, including the *Metropolitan Readiness Tests* (grade one), *Cooperative Primary Tests* (grades two and three) and the *Comprehensive Tests of Basic Skills* (grades four, five, and six). Results were issued by computer, making possible the

Pupils were directed to the appropriate materials.

prompt return of information to the teacher. A Skill at a Glance Chart was used by teachers to quickly locate pupils' deficiencies.

Because no specific method of instruction was called for, classroom activities and routines varied. However, teachers often grouped children for instruction by specific weaknesses.

A three-step process was used in instruction. Children first were instructed in a skill area. Reinforcement followed, using follow-up exercises, classroom learning centers, and home study. Then, when a child appeared to have mastered a skill, a local criterion-referenced test was given as a check.

As materials were chosen, attention was given to making them both familiar and interesting to the pupils. Sometimes games and adult-imitation activities—such as shopping in a market—were suggested by the teacher. Many of the self-use materials had simple directions: look, copy, count.

Feedback to pupils was swift. Pupils working with a teacher usually were told immediately of their success or failure on an exercise. Those working alone were handed back correction sheets as soon as possible.

Parents were able to see the same materials their child was using in the project. They also could review with the teachers the computer printout profile of their child's strengths and weaknesses. Occasionally, teachers reported to parents by short letters.

Results

Pupils in the lower grades improved most. The percentage of those in each grade bringing their achievement up to grade level expectancy, not including those already achieving at or above expectancy, were: (1) grade two, 57 percent; (2) grade three, 32 percent; (3) grade four, 38 percent; (4) grade five, 16 percent; and (5) grade six, 9 percent. Pupils in grades two and three also showed strong gains in diagnostic assessment tests, but pupils in grades four, five, and six showed inadequate improvement. The accompanying tabular data show the percents of pupils in grades three and four making the identified gains or loss.

Type of growth or loss	Percent of pupils, by grade	
	Grade three	Grade four
Growth of two or more stanines	53	22
Growth of one stanine	27	41
No change	13	29
Regression of one or more stanine	7	7

In Project STAR individual, grade-level, and school-wide teacher meetings were held with project leaders to improve teachers' abilities. Teachers concentrated on learning to uncover pupils' weaknesses, to develop needed materials, to direct the pupil to the proper materials, and to require the right kind of follow-up work by the child. Teachers also learned to inform parents of their children's progress in specific and objective terms, as opposed to subjective and personal descriptions.

One teacher said, "I don't know how much my school was able to gain and grow from our STAR participation, but it was the best training for teaching reading I have ever received. It is unfortunate that it took ten years for me to really feel that competent in teaching reading."

4. Remedial Reading for Transient Students

Vista Unified School District

Vista teachers faced not only the problem of havi ıg students with low reading levels but also the difficulties accompanying high student transiency. About half the students of two of the district's junior high schools either moved in or out of school during a year's time. At these schools about a third of the students read one or more grade levels below average.

Surveys of parents, teachers, and school administrators confirmed that reading improvement was their first priority. Those persons surveyed also endorsed a reading remediation program which had been proposed for the ESEA Title III project by Harry Huls, project facilitator.

The Program

Dr. Huls' program seemed particularly appropriate for schools with high transiency, for it stressed rapid remediation. It called for 36 hours of instruction at the rate of three hours a week.

By the end of those 36 hours, the program's goal was to help students improve their paragraph-meaning scores by eight months (as measured on the *Stanford Achievement Test*), and their reading scores by a full year (as measured on the *Wide Range Achievement Test*). The program also set a goal of producing better achievement than had been realized the previous year in the same grades. It aimed at helping students retain their learning, staying at their new achievement levels for at least a year after they left the program.

Dr. Huls' program utilizes a 100-chapter student book, written in the form of a serial adventure novel. Its vocabulary is carefully controlled to help reteach decoding skills. Its difficulty level also is conscientiously controlled, starting at the preprimer level and going on to the eighth grade level. Lesson plans make it possible for teacher aides, under a teacher's direction, to tutor small groups.

Processes and Techniques

Like the other Title III projects, Reading Remediation for Transient Students was planned with the help and assent of community members, reading experts, district administrators, and teachers. Its design paid attention to recent research in reading and the findings of other pilot reading projects.

The project ran from 1972 to 1975, providing help to 638 students in grades five through ten, all located at one school.

The project sought to supplement rather than replace the reading programs used in the schools involved. Teachers were made more effective through preservice and inservice training, the help of aides and parents, and the availability of a project director and project consultants, who provided advice and assistance; and the teachers were helped through regular meetings of project staff members where problems and successes were discussed.

The average gain for students in the Vista project was three times greater than the gain for students in a control group.

Methods and Materials

For diagnosis, students were given the *Comprehensive Tests of Basic Skills*, the *Stanford Achievement Test*, and the *Wide Range Achievement Test*.

Teachers and aides were also tested. They took tests to check their readiness in test giving, their knowledge of the project's lesson sequence, and sound-symbol relationships that would be used.

Under teacher supervision, aides met with groups of five or six participating students in special rooms for three hours a week. The aides provided a short, intense remedial lesson. Students needing more instruction were grouped together for further sessions on the same topic. Most such students were given 90 to 100 hours of instruction—as compared with the regularly planned 36 hours—until they were reading at least at grade level.

Parents were asked to help the students with reading homework and home-drill exercises.

Results

The project participants made outstanding gains. After 36 hours of instruction, the average participant had shown achievement gains about two and one-half times the average gain (as measured by the *Stanford Achievement Test*). On the *Wide Range Achievement Test*, the average participant gained 1.2 years, as compared with five months by a nonparticipant control group.

Through the project, teachers improved their skills in teaching reading, supervising active aides, choosing correct specific materials, grouping and regrouping students for instruction, and using their new skills in other school subjects that they taught.

Teacher aides in the project learned to administer tests and to tutor small groups effectively.

5. Reduction of Deficits in Reading Skills

Mojave Unified School District

Educators in Mojave felt that many average and slow readers in the primary grades were simply not performing up to their abilities. They also saw a need for improving instruction for transfer pupils, who often entered the district with low reading skills.

The Reduction of Deficits in Reading Learning Skills project was designed to help pupils raise their reading to a level equal to their understanding of the spoken word.

The Program

The Mojave project operated under an ESEA Title III grant from 1971 to 1974. During that time, it served 400 pupils in grades one through three at one school.

From the outset, the project aimed at coordinating new materials and techniques with state-adopted reading textbooks, which were to remain in use. It set out to coordinate systematically the school environment, use of class time, and use of new materials to help teachers teach reading better.

Processes and Techniques

As with other Title III reading projects, the Mojave project was planned and designed cooperatively by district office educators, teachers, community members, and the dis-

Parents were asked to help their children with homework in reading and home-drill exercises.

trict reading specialist. They set out, through the project, to put a diagnostic/prescriptive method into use by providing preservice and inservice training for teachers and by encouraging the design of new local materials.

After its start, the project was regularly monitored and evaluated through weekly meetings of teachers, principals, and the project director. The director and laboratory teachers gave frequent assistance and advice to project teachers.

Methods and Materials

A reading laboratory was established, with many pupils visiting it daily. Regular classroom reading instruction was organized into 15 minute segments, with a pupil going from one activity to the next every 15 minutes.

A team-teaching system was set up to reduce the pupil-teacher ratio during reading instruction periods.

For diagnosis, pupils were given the *Pre-Reading Test of Scholastic Ability to Determine Reading Readiness*, published by Harper & Row. Children scoring below the 60th percentile on state reading tests also were given the *Durrell Listening-Reading Series* to determine the difference between their test scores and their potential. Pupil scores on certain tests (*Wechsler Preschool and Primary Scale of Intelligence* and the *Wechsler Intelligence Scale for Children*) were analyzed in relation to Guilford's Structure of the Intellect to help outline individual learning functions. In addition, Project Consultant Mary N. Meeker designed a local instrument to help teachers uncover their pupils' strong and weak reading areas.

Diagnosis also was aided by a locally produced work habits observation form to record pupils' attention spans and work habits and a local tutorial information sheet to check pupils' progress in relation to their goals.

Other material that was used included local teaching-lesson packages and coordinated practice materials. A planning guide helped teachers plan individual lessons, choose the correct techniques and materials, and keep a record of skills they had taught. A locally produced teaching plan analysis worksheet helped reduce teachers' time in planning lesson content and method.

Results

During the first year grade three pupils made statistically significant gains, exceeding those of a control group. The third graders in the program gained an average of 12.6 months of learning against 8.6 months by the control group.

During the project's three years, pupils in grades one and two made gains similar to those in grade three. However, the gains at the third grade leveled off in the project's second and third year.

Seven pupils who remained in the project its full 23 months gained an average of 3.23 years in reading, as compared with 2.58 years for matched nonproject pupils.

Teachers improved considerably in managing reading instruction and in providing the correct instruction. Teachers grew in their ability to analyze phonic and linguistic lessons in standard textbooks being used, to plan short teaching units, to develop local instructional materials, to blend reading instruction with literature, to recognize different learning styles among pupils, and to choose the correct supplementary materials for practice and reinforcement.

III. Trends and Conclusions

Some of the valuable techniques in successful ESEA Title III projects were described in Section I, and they are discussed in greater detail in this section. Section III concludes with a series of general conclusions found to be generally valid in successful innovative school programs. Educators may wish to use these conclusions as a checklist for programs they are designing or assessing.

Trends in Strategies

Teachers in all five of the experimental projects studied the content, scope, and sequence of communication skills instruction in state-adopted textbooks, reading manuals, brochures, and other publications. They grew familiar with the recommended scope and sequence of the subject. Teachers used this knowledge to examine textbooks and other materials and to plan their use. Often they found that such textbooks suggested too abstract a method of presentation, covered too many concepts at one time, and provided too few examples for practice and reinforcement. Teachers' knowledge of scope and sequence helped them overcome these problems by designing short, intensive lessons with specific, narrow objectives.

Teachers sought out and used both commercially and locally developed diagnostic instruments. They chose instruments which allowed them to diagnose, analyze, and describe quickly and objectively the abilities of pupils. When teachers did not use this diagnostic/prescriptive method, many of their pupils were pushed to levels of frustration in their learning. Children trying to learn for long periods at frustration levels developed poor learning habits, incomprehension, and feelings of defeat. Such experiences were very harmful and difficult to undo.

The teachers in the Title III projects planned short, intensive remedial lessons having specific objectives. These were followed by reinforcement, practice, and home study. The lessons were firmly based on a systematic and sequential development of decoding skills. Decoding skills, however, were not taught in isolation, but in an interesting context. They often were combined with interesting stories, novels, newspaper articles, and games. Immediate feedback was given to pupils. Teachers used correction sheets, locally developed criterion-referenced exercises, and local skill charts and profiles.

Teacher-pupil ratios were reduced during reading periods. To accomplish this, staffs used flexible scheduling and attendance patterns, regrouping of pupils, team teaching, teacher aides, volunteers, learning centers, pupil teaching, and independent pupil study.

The classroom management techniques just cited were among the topics of preservice and inservice training. This training helped teachers manage time, classroom space, and materials. This was done through flexible attendance patterns and grouping and regrouping of pupils; team teaching with both teachers and nonteachers; use of learning centers and independent pupil activities; identification of alternative teaching activities; and materials made available to the teachers.

Trends in Materials

Care was taken in selecting and scheduling the use of materials. They were chosen to give pupils initial success in decoding, a major advantage to both pupil and teacher in future lessons. Such diagnostic/prescriptive materials were used in several places, including classroom skill lessons, follow-up, learning center activity, and home study. Among the materials were some quite familiar to pupils: magazines, paperback books, newspapers, and labels from food cans.

The simpler diagnostic instruments were created locally. They were designed to help with lesson planning and rapid selection of teaching techniques and materials and to provide detailed records of pupils' learning. Examples of them were the Skill at a Glance Chart (Project STAR, Los Angeles); the Skill Check Sheet (Communication Arts for Selected Students, Garden Grove); and the Work Habits Observation Form, Instructional Planning Guide, and Teaching Plan Analysis Worksheet (Reduction of Deficits in Reading Learning Skills, Mojave). In all five projects, profile folders were developed for teacher and pupil use.

Personnel in all of the projects used locally developed files of teaching activities and materials, which were specified for particular skills or teaching units.

Trends in Parent and Pupil Involvement

Research indicates that learning is greatly helped by knowing one's mistakes at a time and place where they can be corrected. This is accomplished by enlisting pupils to help plan lessons and to evaluate their own progress. This becomes especially true when results are expressed in objective terms and when these results tell specifically what to do next to progress. Pupils helped determine their own needs by using such locally developed materials as the work habits observation form, contract reading record, profile folder, and tape recordings of their own oral reading. As mentioned, pupils helped plan lessons, room arrangements, and learning center activities. They also served as tutors for fellow pupils during reinforcement and practice periods.

Parents generally learned about their political influence in the schools, but seldom of their potential as teachers of their own children. The five projects sponsored presentations in which parents learned the content of school communication skills lessons and ways they could help their children in home study and drill.

Parents often attended teachers' inservice training meetings. Using knowledge gained there, they helped assess needs and determine program priorities.

Trends in Staff and Teacher Involvement

Research indicates that teaching is a lonely profession. Once assigned to a classroom, a teacher traditionally is without help to solve problems and equally without approbation for his or her accomplishments. Those involved in the five projects acted to relieve this obstacle. Expert advice and help were made available continuously through a staff director, consultants, and reading laboratory teachers. At regular staff meetings, problems, progress, and program emphases were discussed by all the staff participants. Through these meetings teachers learned to share resources, skills, and professional concerns with fellow educators and parents. The projects also provided time for teachers to observe fellow teachers during either simulated teaching or actual classroom lessons.

Much also was accomplished in preservice and inservice training. These sessions set out to give teachers:

1. Skills in assessing and determining pupil strengths, weaknesses, and needs, as well as the pupils' learning styles and potentials
2. Information on the structure, scope, and sequence of communication skills subject matter

3. Knowledge of how to plan cooperatively with pupils, volunteers, teacher aides, and parents
4. Ways of developing and using short, intense remedial lessons aimed at specific objectives; also, appropriate reinforcement, practice, and home exercises
5. Ways of managing time, classroom space, and materials
6. Ways of immediately rewarding pupils' accomplishments and giving them prompt feedback

Conclusions

The following statements are selected generalities found to be widely true in successful innovative school programs. The statements were selected from a study for the ESEA Title III office, which made a comprehensive review of recent literature on change and innovation. Thus these conclusions are not limited to the five California Title III projects; they are descriptive of successful innovative programs across the land:

- Unplanned forces play an important part in giving impetus to planned change.
- Outside consultants with credibility are particularly useful in planning and implementing change.
- Research is not conclusive in establishing the value of community persons and staff in all stages of planning, implementation, and operation.
- Outside change experts should bring practical methodologies along with theoretical constructs.
- Ronald G. Havelock, author of *The Change Agent's Guide to Innovation in Education* and other documents on similar topics, has separated the change process into strategies and tactics from which the following generalizations were drawn:
  - A basic strategy is that of having a planned, rational research and development sequence available for the evaluation and application of innovations.
  - In planning for diffusion of innovation, one must recognize that every staff member has a role in the formal organization and that his or her informal contacts and reference group influence his or her acceptance of an idea.
  - A valid problem-solving mechanism is basic to implementing change.
  - There are several problem-solving strategies, all of which include need identification, search for answers, trial solutions, and evaluation.
- Changes which are modifications of existing practices and are not a dramatic break from traditional formats are often accepted.
- Programs which are relatively easy to institutionalize are easier to accept.
- Teachers are the most instrumental staff members in program success.
- Locally produced materials are most often adopted.
- Potential users require many, sometimes redundant, inputs regarding the program before they become sufficiently motivated to change.
- The system must provide meaningful contact between originators of innovations and clients.
- The authority structure must reward change by extrinsic and intrinsic means.
- Openness (being open to receiving new ideas) is synonymous with innovation.
- Two major earmarks of good program planning are community and staff involvement.
- Planning is consistently defined as a requirement for program success.

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- Program success is greatest when the community is meaningfully involved.
- It is possible to identify communities and districts where innovation will be accepted.
- Successful experimental programs need to secure extra funding for institutionalization to take place.
- Programs which provide staff inservice training provide the best opportunity for success.
- Programs which are evaluated properly provide the best opportunity for success.
- Programs tend to be more successful when they are based on the lessons of research.
- The planner must consider all relevant variables, including mechanisms for institutionalizing the innovation.
- Programs are strengthened by skilled leadership and a concern for public relations.
- Clearly defining program objectives increases chances of program success.
- Establishing decision-making machinery increases chances of program success.

Program success is greatest when the community is meaningfully involved.